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## The Educational Weekly.

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## THE WEEKLY.

*New subscribers sending \$2.00 will receive the "Weekly" till January 1, 1881, FREE.*

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General History is a liberal study in the sense that it greatly extends the horizon of our sympathies, widens our field of intellectual vision, and thus makes us cosmopolitan and catholic,—true citizens of the world. Historical study has also a very great practical value. It gives us the benefit of collective human experience as exhibited under every variety of circumstance and condition. It relates the origin, progress, and termination of all the marked events in human progress. It thus saves us from repeating experience already tried, forewarns us against dangers that ever beset the path of the inexperienced, and assures to each generation the net results of the real additions made to the stock of human progress.

For the most part, the events recorded in history are the results of the unpremeditated actions of man. Humanity at large seems to be impelled onward by an irresistible but unconscious impulse, just as a glacier moves over mountains and through valleys, with a silent yet irresistible might. This life of mere impulse is the lower life of nations and peoples, just as the period of impulse marks the lower and imperfect life of the individual. But in nations as well as individuals, the period of reflection at last comes, and this is the period when histories begin to be written and read. The effect of historical study is thus to check mere impulse, and to convert unconscious progress into self-conscious and reflective efforts towards determinate ends.

In all nations that have passed beyond the period of mere barbarism, there has been some degree of conscious and intended effort after progress, some preparation for the duties of citizenship, some attempt to make the future better than the past has been. This conscious effort to

place each generation on a vantage-ground, through some deliberate training or preparation, is, in its widest sense, education.

Now if history in general, as it records the unconscious phases of human progress, is a study of supreme value, that part of general history which records the reflective efforts of man to rise superior to their actual present, must teach lessons of even higher value. This is emphatically an educating age. The minds of the wisest and the best are intent on devising means whereby progress may be hastened through the resources of human art. In the world of educational thought, all is ferment and discussion. We are passing beyond the period of reckless experiment and are seeking anchorage in doctrines deduced from the permanent principles in human nature. Educational Science is giving us a glimmer of light ahead, and we do well to shape our course by it. *What ought to be* should indeed be our pole-star; but until this has been defined with more precision, we should also shape our course by looking back on *what has been*. We should think of ourselves as moving through the darkness or over an unknown region, with a light before us and a light behind us. Our two inquiries should be, Whence have we come? Whither are we going? Historical progress is tortuous, but its general direction is right. The history of what has been must therefore contain some elements of truth. The past at least foreshadows the future, and we may infer the direction of progress by comparing *what has been* with *what is*. In education, therefore, we need to know the past, both as a means of taking stock of progress, and also of foreshadowing the future. We should give a large place to the ideal element in our courses of normal instruction; but we should also make a large use of the results of experience. All true progress is a transition. The past has insensibly led up to the present; let the present as insensibly merge into the future. Let history foreshadow philosophy; and let philosophy introduce its corrections and ameliorations into the lessons of history.

At least nominally, the art of education has been cultivated in this country for fifty years. At the present moment there are more than one hundred schools devoted exclusively to the education of teachers, and hence are constrained, in some degree, to make a formal study of education. And yet, in this country, the history of education is almost an unknown science. We know of no instance in which it has been systematically taught in our normal schools; and the fact that there is no work worthy of the name published in the English Language on this

subject, is one of the most singular facts in current history.

The great works on the History of Education are German. Two works of encyclopædic character deserve special mention.

1. The History of Pedagogy, by Karl von Raumer.
2. The History of Education, by Karl Schmidt.

These are the great authorities on this subject, and are the sources whence nearly all subsequent writers have borrowed their material. German literature abounds, however, in works of smaller compass, such as monographs, biographies, etc.

French literature, while boasting no works of the importance justly ascribed to these German treatises, has, nevertheless, some very valuable contributions to this science. It is a peculiarity of French authorship, to prepare compilations remarkable for their clearness and elegance. They may not have the erudition and depth of similar works in German, but they have a sharpness of outline and clearness of statement that give to them a peculiar charm and value. We will indicate two works of this nature that are worthy of being bought and read.

1. Histoire Universelle de la Pédagogie. Par Jules Paroz. Paris.

This work contains, in moderate compass, the substance of the great German works on the history of education. It is elegantly written, and will be read with delight by all who have an interest in the subject. In its religious tone it is partisan, and, in some portions, needs to be supplemented by later authorities.

2. Histoire Critique des Doctrines de L'Éducation en France depuis le seizième siècle. Par Gabriel Compayre. Paris : 1879.

This work received a prize from the French academy of the Moral and Political Sciences, and may justly be considered as one of the most valuable of modern contributions to the History of Education. Its great value lies in its critical method of treatment. It deals with principles and doctrines, and in this respect, is a work of incomparable value.

We think we shall do our readers a service, and at the same time indicate the spirit and general character of this work, by adding a few extracts from the author's preface :

"The purpose of this book is to set forth the direction and the progress of French pedagogy, from its brilliant pioneers in the sixteenth century, to its contemporary reformers. At a time when education is no longer a matter of mere domestic interest, but has become a social problem, there is some utility in examining the history of systems for the purpose of finding established truths and collecting the elements of an articulate theory."

"The history of educational systems is of extreme interest because it is the necessary introduction to the pedagogy of the future, to all rational pedagogy. The thing to be desired at the present moment, is not perhaps so much to seek for new ideas, as to correctly comprehend

those which are already in circulation, to make a choice among them, and, having once made a selection, to make a resolute attempt to put them in practice."

"The *Emile* of Rousseau is only a charming romance in which fancy and revery too often mar and spoil the best suggestions of a philosophical spirit; it is, as D'Alembert once said, 'a book full of flashes and of smoke, of fire and of puerile details, of light and of contradiction, of logic and of mistakes.'"

"Locke's *Thoughts on Education*, in their simple and modest form, are merely what they pretend to be,—an incomplete sketch, a work of good sense, but of a somewhat narrow good sense, compromised by utilitarian and gross prejudices."

"Mr. Herbert Spencer's ingenious essay, *Education, Intellectual, Physical, and Moral*, is merely a popular analysis of some over-absolute principles, and not the broad and comprehensive system that the talent of the author seemed to promise."

"The practice of education is still considerably behind its theory. As a rule, teachers follow an inconsiderate routine, and vacillate between opposing methods. The methods in use, recommended by long experience, contain elements of truth, but they are in great need of co-ordination, they lack definiteness of aim. They present a queer mixture of old traditions and modern inventions. Their incoherence proves that they are the mixed product of long-continued tentative efforts, and not the simple and strong work of an enlightened reason, fully informed as to the means to be employed and the end to be obtained. It is this lack of definiteness in ideas, and the spectacle of these contradictions, that caused Richter to say, 'The education of the present day resembles the Harlequin of the Italian comedy, who comes upon the stage with a bundle of papers under each arm. What do you carry under your right arm? one asks. Orders, he replies. And what under your left arm? Counter-orders!'"

"The future of education depends upon the progress in the science of Psychology. Pedagogy and Psychology are henceforth two inseparable terms, as consequent and antecedent. It will be seen that without an exact knowledge of the laws of mental organization, it is impossible to regulate the order of studies, to determine the educational value of the different branches of instruction, to choose between scientific and linguistic studies."

"In his tract on Pedagogy, Kant says, 'We shall never know the limit to which the power of education can go until a child shall have been educated by a being of a superior nature.' In our opinion, the first quality in this superior being would be that he is a good psychologist. From a perfect psychology we might go by a direct route to an ideal education."

"In the philosophy of education, as in everything else, we do not divorce the spirit of tradition from the spirit of progress. Conciliation is our dream and our purpose. While estimating the good and the bad that may be in both, we shall neither sacrifice the past to the present, nor the present to the past."

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—Forster, the Chief Secretary for Ireland, has gone to that country to explore the situation. He will return to attend the Cabinet council of Thursday, when his report will probably materially affect the action of the Ministry.

—Governor Williams of Indiana, died Nov. 20.



## POLYGLOT CHICAGO.

"Der Westen," which is the Sunday paper of the *Staats-Zeitung* of Chicago, gave a remarkable specimen of polyglot articles in its issue of Oct. 31. The paper of that date contained an appeal to voters in behalf of Garfield and Arthur and the Republican party in these languages: Latin, French, Italian, Spanish, and Portuguese; in English, Welsh, and Gaelic; in Hollandish, Danish, and Swedish; in Hebrew and German-Hebrew; in Hungarian, Polish, and Bohemian; in German, and in the dialects of the Palatinate, of Swabia, of Switzerland, and of the Platt-deutsch; in all, twenty-one languages. It is a still stranger fact that there are readers in the great city of the Lakes to read eighteen of these tongues as their own, deducting the Latin and the two Hebrew languages as hardly living tongues. It is a specimen of the enterprise of Chicago that a newspaper should publish such an issue, appealing to the eighteen classes of readers. But it passed here with so little attention that a gentleman wishing copies of it asked for it at all the news-stands he could find in a mile's walk on business streets, and no dealer knew of it.

The articles are not translations from the German or English editorials, but are generally paraphrases of them, if long enough to be such. A strange looking collection it is. Probably the name of Garfield never before appeared in Hebrew characters; but here it may be found in the two Hebraistic paragraphs, looking quite at home. The four samples of German dialects are interesting to any reader of the literary German or High-German, as showing the variety of dialects that prevails in a land where a man may ride on horseback in a single day quite outside the region in which the talk of his native district can be understood. Will any ordinary American reader of the literary German interpret these sentences?—

*Swabian.* Glearnt hot er arg Viel, und Aelles von em sealber. Vom arma Baurabüble isch er der g'scheidest Staatsma im Land woara.

*"Pfälzisch."* (Palatine.) Berjer erraus wie ä Mann un geschtimmt! Awer wie? Sell is die Frog.

These are two of the easiest sentences we could select; but they will show what we wish to exhibit. The Swabian, spoken in the old Allemanian region, looks very remote from High German; the Palatine dialect, on the borders of France, less so; and the Swiss and Platt-deutsch (Westphalian and Lower Saxon) are still nearer High German, but as distinct from it as the Scotch is from the English spoken in America.

One of the difficulties encountered by teachers in Chicago is brought to mind by this polyglot. Children come to the schools who must first be taught to speak English; who can at first not understand the teacher at all; who can learn to read and can enter upon the regular course of instruction only after a vast amount of work has been done to establish a common medium of communication between teacher and pupil; and who have no help at home in the task of learning to use the language of the land in which they are born. The masses of foreign-born are so great in Chicago that, as they settle in districts, they can continue the use of their own tongues without difficulty; and the elders often make little or no effort to learn our speech. There is a Bohemia in Chicago; there is a Poland. Our Denmark, Sweden, and Norway are more widely diffused; while our Germany is universal. But from all these families come into our schools the little ones who there and in the streets are learning to be Americans. The welfare of the city, and of the Northwest, largely depends on the assimilative power of our institutions, our people, and our popular education.

## Notes.

—A new association for disseminating a knowledge of political economy has recently been formed in this country, called the "Society for Political Education." It is to be managed by an executive committee of twenty-five members, selected from different parts of the United States; there will be no president of the society. The correspondence of the society is to be divided among five secretaries for the different sections of the country. Among the executive committee are Prof. W. G. Sumner, of Yale College, Hon. David A. Wells, Charles Francis Adams, Jr., Franklin MacVeagh, and M. L. Scudder, Jr., of Chicago. The society has selected, as a course of reading for the first year, Nordhoff's "Politics for Young Americans," Prof. Perry's "Introduction to Political Economy," Johnson's "History of American Politics," and McAdam's "Alphabet in Finance." These volumes will be issued in a cheap volume costing only \$3.00, specially published for the society as a *Library of Political Education*. G. P. Putnam's Sons in New York, and Jansen, McClurg & Co., of Chicago, will be the publishing agents. In addition to the *Library*, a series of tracts is to be published on economic and political subjects. There are two classes of membership, Active and Co-operating. Active members are such persons as will pledge themselves to read the books recommended by the Society for the official year and included in its *Library of Political Education*, and will pay an annual fee of 50 cents (which may be forwarded in postage stamps). Any person may become a Co-operating Member on the annual payment of \$5.00 or more, which will entitle such member to receive all the tracts published by the Society. There are no other conditions or obligations of membership. Those interested may communicate with R. L. Dugdale, Secretary for the East and Acting Treasurer, 79 Fourth Avenue, New York, or M. L. Scudder, Jr., Secretary for the Northwest, 40 Portland Block, Chicago, Ill.

—The following unique document we clip from the San Francisco *Daily Examiner* of November 9. It is a part of that paper's report of a meeting of the board of education the evening before:

"The following exquisite bit of humor and remarkable example of the education of those in charge of our public schools, was submitted by Director Thompson, and was unanimously adopted:

"*Resolved*, That whereas it is a well-known fact that so long as there are Tongues they will wag, and that some (especially those of the female persuasion) will wag in a very eccentric manner; therefore, be it

"*Resolved*, That this Board strongly recommends that when a Lady applies to any Director for position, She should be accompanied by a Parent or friend—not from any possible fear of injury to the Lady, but that there may be no uncertain report of the interview, Thus avoiding Scandal and consequent trouble to the Department."

—There should be no exaggerations in the articles given for children's reading. *Topics of the Day* (Syracuse, Oct. 20) p. 1, says: "A full-grown pine tree represents *hundreds and hundreds* of years." It is too bad to let axemen wantonly destroy what cannot be renewed in *one* hundred years. Few sound trees can be found as much as two hundred years old.

—One of the forms of school buildings exhibited at the International Exhibition open this winter—or rather summer—in Melbourne, is what they call the "portable school." It is adapted for the mining regions, being constructed so that it can be moved with the rush of population from one point to another. They put schools and churches in the van of progress there, and when one considers their far-away distance from any civilized or even peopled portion of the world, their progress has been indeed magical. But their enterprise is of the first order.



—A natural phenomenon which seems as universal as gravitation, but far more complicate in its conditions, is that of oscillation, vibration, or pulsation. From the suns of the heavens, which require countless millions of years for one grand swing, to the equally incalculable rapid vibrations of the waves that strike the eye with the impression of light, or the probably more rapid movements of the atoms of the molecules of what we call solid matter, there seems to be a gradation of scale which includes everything according to its degree in this universal mode of motion. The planets, their tides, the waves of the air and the ocean afford examples within the power of our vision. The waves of sound, electricity, etc., add to the proofs, in this line of observation, of the same simple unity of plan and method throughout the universe which is so abundantly demonstrated in other phenomena of the forces of nature.

—The expulsion of the monastic orders who refused to submit their schools to inspection and regulation by the civil power has been carried out throughout France, and completed just before the meeting of the chambers. There was passive resistance in all cases, and a great deal of forcing of outer doors, and then of cell after cell, and of leading the occupants into the streets. The officers generally performed their unwelcome duty undismayed by the anathema of the church, and by the presence often of large numbers of Royalists and clericals. In a few cases, however, prefects and police officers resigned, rather than incur the *fulmen* of the bishops. Most of the expelled monks have gone to France and to Ireland, and many to the United States.

—The first item of the measures offered by the French ministry for the consideration of the reassembled deputies is the extension of the system of primary education, so as to be universal and at once gratuitous and obligatory. It was presented on the day of opening, Nov. 9, by the Minister of Public Instruction,—Jules Ferry,—and this early action is an evidence that the republicans of France are making it their first care to secure adequate elementary instruction to all the children of the nation equally. Whatever the French undertake to do they do well, and if this effort is not defeated by the strong adverse minority, the primary school system of France will soon be, of all her grand institutions, the highest in estimation, and a pattern for other nations.

—The Philippine Islands, a grand tropical colony of Spain, have lately been visited by violent earthquakes, and the capital of the great island of Luzon—Manila—was almost totally destroyed on Sunday, July 18. There were many shocks, and the heaving and crumbling of the buildings was witnessed by the crews of the vessels lying off the shore. Water surged up from wells to 10 feet above the rim. The city was called the Pearl of Oceanica by the proud and luxurious Spaniards in power there, all of whom were glad of the shelter of the roofs of the bare cabins of the poor but kindly disposed natives, as a means of passing the night in safety.

The Spaniards seem to be capable still of the same tyrannical treatment of inferior races as they exhibited 300 to 400 years ago. When the natives of Luzon suffered greatly by earthquakes and storms in 1863, the home government and people raised three millions of francs to aid them. But the poor *indigenes* never received any of it. It was put into the treasury of the colonial government, and used for rebuilding, etc.; and it is said that later, when the Captain General wanted to open a road, he directed the provincial authorities and clergy to arres

and send to him all the Indians that they considered *inconvenientes*—that is, of no use to them. Eight hundred unfortunates were seized without trial or warning. Of these, 500 succumbed to the forced labor, and 100 others of these simple and quiet people were unable to return to their families.

—We scarcely take a thought how thankful we should feel that as a nation we have but two adjacent neighbors, and those entirely peaceful ones. In Europe, with but little exception, it is sadly otherwise. To say nothing of the enormous burdens and losses which their mutual dread, jealousy, and ambition impose, there are all sorts of individual embarrassments. For example. The other day a German who was crossing the frontier into Russian Poland was locked up by a frightened and ignorant official, because he had with him some books and papers in stenography which he intended to teach, and he was only released after a tedious and expensive process had proved his entire inoffensiveness.—Our teachers, too, have place for gratitude.

—A congress of electricians is to meet in the palace of the Champs Elysées, Paris, September 15, 1881, and an international exposition of all means of exciting, controlling, and utilizing electricity is to be held under the patronage of the French government, which has appointed M. Georges Berger, director of the foreign sections of the Exposition of 1878, as commissioner general. It is confidently expected that this union of all discoveries and inventions hitherto made with regard to this newly harnessed power, capable of such important and widely-varied, all-embracing uses, will do much to extend its applications and benefits.

## THE WORLD.

NEWS RECORD CLOSING MONDAY, NOVEMBER 22, 1880.

—General Miles has been appointed chief of the Signal Service Bureau.

—Eight thousand rifles have been shipped from Italian ports for Ireland. The peasantry throughout the country are reported to be arming with the intention of defying the government at the first favorable opportunity.

—The recount of the census of St. Louis has been completed, showing a total population of 350,915, an increase of 26,739 over that taken before.

—The census gives New York city 1,206,577 inhabitants.

—Another eruption of Vesuvius has occurred and torrents of lava are said to be pouring down the mountain side toward Naples.

—The Indian Bureau reports the total number of Indians in the territories as 255,938.

—The Postmaster General, in his report, recommends that the Government adopt a system of postal telegraph. He also recommends the establishment of a postal savings bank system something like that in operation in Great Britain; also the reduction of the charge for postal money orders for five dollars or less to five cents, and the issue of orders to the amount of \$100.

—The Indian Bureau last year cost the government \$8,147,089; the War Department \$17,740,348.

—Professor James C. Watson, who so ably filled the chair of astronomy in the University of Wisconsin, died at Madison, November 23, of illness contracted while making his astronomical observations. Prof. Watson was born in Southwold, Canada, in 1838, and graduated at Michigan University in 1857; he was elected Professor of Astronomy in that institution in 1859. He was eminent as an astronomer and observer, and is the author of a number of astronomical works, notably a "Popular Treatise on Comets," and "Theoretical Astronomy." He has been a valuable contributor to many scientific journals, and discovered 23 new asteroids. His latest discovery was during the last transit of Venus, when he claimed to have seen the planet Vulcan. He was for many years Director of the Observatory at Ann Arbor, Mich., but recently resigned his position in that university to accept the charge of the astronomical department of the State University of Wisconsin. He was regarded as a very critical and careful observer, and in 1870 the French Academy of Sciences awarded him the astronomical prize for his important discoveries. In June, 1879, he left the University at Ann Arbor to accept the directorship of the Washburn Observatory at the University of Wisconsin. In 1870 he was sent by the Government to Italy to observe an eclipse of the sun, and to Pekin in 1874 to observe the transit of Venus.



## THE CHILDREN'S HOUR.

Conducted by MISS S. P. BARTLETT.

[This Department may be read by scholars, or, by teacher and scholars.]

The clouds in bars of rusty red  
 Along the hill tops glow,  
 And in the still, sharp air the frost  
 Is like a dream of snow.

His store of nuts and acorns now  
 The squirrel hastes to gain,  
 And sets his house in order for  
 The winter's dreary reign.

'Tis time to light the evening fire,  
 To read good books, to sing  
 The low and lovely songs that breathe  
 Of the eternal spring.

—Carey.

## SELECT QUOTATIONS.

Some time ago (September 23, 1880) we published the following quotations in "The Children's Hour" and asked for the names of the authors. After waiting till all have had a fair chance we are able to report only the names of Sup't Gastman's English Literature class, in the Decatur, Ill., high school. The following are the quotations:

(1)  
 "Sing to your sons those melodies;  
 The songs their fathers loved."

(2)  
 "The spacious firmament on high,  
 With all the blue ethereal sky."

(3)  
 "A chieftain to the Highlands bound  
 Cries, 'Boatman, do not tarry!  
 And I'll give you a silver pound  
 To row us o'er the ferry.'"

(4)  
 "O happy ship,  
 To rise and dip,  
 With the blue crystal at your lip!"

(5)  
 "I hold you fast in my fortress,  
 And will not let you depart,  
 But put you into the dungeon  
 In the round tower of my heart."

The first is reported by Miss Mary Lukens,—author, D. C. McCallum; title of poem, "The Water Mill."

The second is reported by Hallie Kemper, Frank Roby, Walter Hedges, Annie Tinkler, Angie Sweeney, Lillie Brown, Mary Lukens, Mamie Wood, Nettie Hall, Anna Burgess, Clara Housum, Ida McCormick, Dollie Malone, as taken from Addison's Ode.

The third is reported as from Campbell's "Lord Ullin's Daughter," by Dollie Malone, Hallie Kemper, Frank Roby, Estella Spencer, Walter Hedges, Annie Tinkler, Gertie Smith, Lillie Brown, Mary Lukens, Mamie Wood, A. V. Andrews, Nettie Hall, Clara Housum, Ida McCormick.

The fourth is yet undiscovered. Let others begin the search.

The fifth is from Longfellow's "Children's Hour,"—reported by Hallie Kemper, Frank Roby, Estella Spencer, Eva Bixby, Walter Hedges, Jesse Spencer, Annie Tinkler, Gertie Smith, Angie Sweeney, Mary Lukens, Mamie Wood, Nettie Hall, Anna Burgess, Clara Housum, Ida McCormick, Dollie Malone.

## A BEAUTIFUL LEAF STORY.

Once on a time a little leaf was heard to sigh and cry, as leaves often do when a gentle wind is about.

And the twigs said, "What is the matter, little leaf?"

"The wind, said the leaf, "just told me that one day it would pull me off, and throw me down to the ground to die."

The twig told it to the branch on which it grew, and the branch told it to the tree. When the tree heard it, it rustled all over, and sent back word to the leaf.

"Do not be afraid; hold on tightly, and you shall not go till you want to."

So the leaf stopped sighing, and went on nestling and singing; and so it grew all summer long till October. When the bright days of autumn came, the little leaf saw the leaves around becoming very beautiful. Some were scarlet, some yellow, and some striped with both colors. Then it asked the tree what it meant; and the tree said.

"All these leaves are getting ready to fly away, and they have put on these beautiful colors because of joy."

Then the little leaf began to want to go, and grew very beautiful in thinking of it; and when it was very gay in colors, it saw that the branches of the tree had no color in them; so the leaf said.

"O branch! why are you lead-colored, and me golden?"

"We must keep on our work-clothes," said the tree, "for our life is not done yet; but your clothes are for a holiday, because your task is over."

Just then a little puff of wind came, and the leaf let go without thinking of it; and the wind took it up, and turned it over and over, and then whirled it like a spark of fire in the air, and let it fall gently down under the edge of the fence, among hundreds of leaves; and it fell into a dream, and never waked up to tell what it dreamed about.—Selected.

Now will not your teachers or your mothers show you how to look at the trees and shrubs in their gray winter coats? Find the snug little leaf-cases packed away regularly up and down the out-door stems, waiting to be developed in the form of branches by and by, and spread us their summer canopy,—and bring in some twigs to examine closely.

The life of the trees is working under their rough coats, all this silent winter, to strengthen the little leaf points and give them power to make their green leaves when warm spring comes. Peel your apple, peach, or lilac twig, and see how very much alive it is, and moist with nourishing juices.

Remember the roots go on feeding it, all the year round. In warmer climates, which have not icy winters, the trees do not need to wrap up their baby buds and tuck them away in their scaly cradles. The horsechestnut in India, its native home, has no varnished leaf-cases like these we see shining in the wintry day; but unfolds its leaves directly to the gentle air.

Do you not wonder how it has learned to create such a protection here, and never fail? The dear Father who "considers the lilies" does not forget the trees, and there is a never ending pleasure in "considering how they grow."

## THE PUZZLE BOX.

I have a very good puzzle from a little girl who made it herself:

## A Geographical Cabinet.

We are all now very busy collecting curiosities for a cabinet. My brother had the authors of a lake in the northern part of Maine sent him, and also some curious war clubs, spears, and hatchets once belonging to a river in the eastern part of New York, which we prize greatly, together with many specimens of a point in the south-west part of Wisconsin. The girls now determined to add our share to the collection; so we went to the house of a friend who has been a sea captain, and there obtained teeth from a boy in the western part of Australia, several beautiful islands east of Africa, and on our return discovered an abundance of a river in West Virginia, with which we decorated the cabinet. Several specimens of a river in the southern part of Mississippi were sent us by a friend, who had obtained them in the third largest river in the world. The last thing that came was the skin of some mountains in Virginia, which we made into a rug to spread before the now completed cabinet.

ALICE P. BAKER.

Thanks to Clara Calkins of Galesburg, and Levi Smith of Oneida, Ill., for answers to "Geographical Boquet." Each is nearly correct; but we will defer the answer a little, as others may be received.

We hope the children will answer the "Geo. Cabinet."

Now I will suggest the making some Historical Puzzles by some of our bright little folks. It seems to me there is an abundant field in English history; or, if you are more patriotic, try American. Let us hear from Miss West's scholars, by all means.

## Humbugged Again.

I saw so much said about the merits of Hop Bitters, and my wife who was always doctering, and never well, teased me so urgently to get her some, I concluded to be humbugged again; and I am glad I did, for in less than two months use of the Bitters my wife was cured and she has remained so for eighteen months since. I like such humbugging.—H. T., St. Paul.—Pioneer Press.

## THE SCHOOL-ROOM.

## PUNISHMENT.\*

1. There can be no government where there is no punishment; but the teacher's aim should be to prevent, as far as practicable, the necessity of punishment.

2. The true object of school punishment is to reform the offender, to deter others from wrong-doing, and to maintain law.

3. The chief means of preventing the necessity for punishment are: (1) active and pleasant employment, (2) the personal influence of the teacher, and (3) the public opinion of the school.

4. Punishment must be varied according to the temperament of the child. A frown will act on one; separation from companions, on another; neglect and coldness, on a third; public reprimands, on a fourth; and a whipping, on the fifth. "The first and readiest, and ever the best, form of punishment," says Bain, "is censure, reprobation, dispraise."

5. In general, for younger children, corporal punishment is most effective; for older pupils, isolation, loss of privileges, or appeals to a sense of honor.

6. Do not make threats of punishment in advance of offenses; you will only tempt pupils to try you by disobeying, or suggest to them the doing of something they would otherwise never have thought of.

7. It is the *certainty*, not the *severity*, of punishment that deters pupils from violating regulations. Make your penalties light, but as certain as the rising and setting of the sun.

8. "It is a rule in punishment," says Bain, "to try slight penalties at first; with better natures, the mere idea of punishment is enough; severity is entirely unnecessary. It is a coarse and blundering system that knows of nothing but the severe and degrading sorts."

9. Do not try to make scholars learn by whipping them for unlearned lessons.

10. *Never strike a child on the head.* Never inflict personal indignities, such as pulling the hair, pulling the ears, slapping the face; for they excite the bitterest resentment, and are seldom forgiven.

11. In extreme cases of willful and open defiance of authority, punishment may be inflicted publicly and immediately before the school; but, in general, it is better to inflict it in private, not in anger, but coolly and deliberately.

12. Before whipping, be absolutely certain of the guilt of the offender, and then inflict it so thoroughly that it will be remembered. Your object is to *inflict pain* so as to deter the culprit from further wrong-doing.

13. It is a good rule to defer the infliction of punishment to the next day—especially in bad cases. Tell the boy to come to school the next morning half an hour before school-time, and that in the meantime you will think the matter over, and will then let him know what your deliberate decision is in his case.

is surprising what a little delay or a night's sleep will make in the feelings of both teacher and pupil—the former losing his irritation, and the latter his stubbornness.

14. If you have a case that calls for some severe punishment of the offender, consult the parents, if possible, before you take action. By doing so you may avoid complaint, irritation, and ill-feeling, but there are cases that demand summary punishment as soon as the offense is committed.

15. "Where a school is well conducted," says Horace Mann, "the *minimum* of punishment is the *maximum* of qualifications."

16. "The sense of honor," says Superintendent Harris, "is developed earlier with each succeeding generation, and corporal punishment should give place to punishments affecting the sense of honor as soon as this sense develops."

"When corporal punishment is kept up," says Bain, "it should be at the far end of the list of penalties; its slightest application should be accounted the worst disgrace."

## MATHEMATICAL DEPARTMENT.

DAVID KIRK, Editor, Jackson, Minn.

## INTELLECTUAL ARITHMETIC.

Mental arithmetic signifies, as the term is used in our common schools, not a kind of arithmetic by which we make a slate of the mind, the numbers employed being small and easily managed, but a species of arithmetic by which problems are solved without the aid of given rules. Examples are analyzed according to the conditions laid down in each. The pupil who has been so fortunate as to go through a course in mental arithmetic, does not inquire what rule or case a problem falls under, but proceeds at once to analyze it by going through a process which in general leads from the given numbers to unity, and then from unity to the required number.

Of course, the numbers must be such that the mind can grasp them, but the solution of an example according to the methods of intellectual arithmetic is not merely an exercise of the faculty of number, but is an application of the principles of logic. Most works on written arithmetic give written and oral work on the same page; the mechanical process of solving an example is followed or preceded by the analysis of the rule, and it is claimed that this treatment of the various subjects dispenses with the necessity of a separate book on analysis, which claim we wish to dispute. The advent of the intellectual arithmetic by Warren Colburn gave an impetus to the study of arithmetical analysis which is felt at the present day, and will continue to exert a beneficial influence. Classes were formed by old men who in their youth were initiated into the mysteries of fractions and "rule of three" by a vigorous application of the rod. Pupils who had learned the multiplication table were drilled in "Colburn" preparatory to their taking up written arithmetic.

Now when the advantages of a drill in mental arithmetic are so manifest, both from the lessons of experience in the school room and a consideration of the laws of the mind, is it not strange that the study is falling into disuse in the schools?

It is useless to argue that the insertion of the analyses of the various rules, in the written arithmetics, obviates the need of a separate treatise devoted to analysis, and it is equally absurd to say that work in this kind of arithmetic weakens the faculty of number so that pupils make many mistakes in doing slate and blackboard work, for the reverse is true.

## MISCELLANEOUS.

The *Analyst*, published at Des Moines, Iowa, by Prof. J. E. Hendricks, closes its second volume with the November number. The next number will appear about the first of January.

The *Analyst* is a mathematical journal of the highest order, and we recommend it to persons of a mathematical turn of mind.

We also advise parties who affirm that the mathematical mind is a low order of mind, or at least not very high, say medium, and not of much account in this practical world, which deals

\*From "Methods of Teaching," by John Swett; published by Harper & Brothers.



with probabilities you know, to read the *Analyst*. They will find it quite edifying.

W. A. Crusinberry informs us that Wells' University Algebra gives Double Position, but does not give Horner's Method.

D. H. Davison says he has discovered a method of computing instantaneous compound interest without logarithms. Please send it along, friend Davison.

Horace Greeley said in one of his lectures, "What in the world is the use of algebra in the common schools?" The old gentleman, with all his accomplishments, did not understand algebra, hence his question.

#### LITERARY NOTES.

—Hon. Andrew D. White, American Minister to Germany, is at work upon a life of Thomas Jefferson, which, it is thought, will be ready for publication early during the coming year. The work is the first of a series upon American statesmen.

—The latest publication giving full information respecting newspapers and periodicals in the United States and Canada is *N. W. Ayer & Sons' American Newspaper Annual for 1880*. The populations of towns in the United States are very generally from the census of 1880, which is the first publication of any pretensions containing this information. While such a record must contain many inaccuracies, it is well known that its publishers are very diligent in their efforts to procure the latest and most reliable information. The *Annual* contains 616 pages, very neatly printed on the best book paper.

—Number Two of Mr. T. S. Dennison's *Friday Afternoon Series* contains a fresh supply of original dialogues for boys and girls; they are short and pithy, and easily prepared. Price 25 cents. T. S. Dennison, publisher, Chicago, Ill.

—The *Back-Bay District and the Vendome* is a little work by Moses King, Cambridge, Mass., describing and illustrating a district of about 1000 acres that the city of Boston has added to its area by filling in the salt marshes and waste flats of the back bay. On it now stand many of Boston's celebrated public institutions, churches, hotels, and residences. The Vendome is the white marble, palatial hotel that is being erected at a cost of \$100,000. Price 25 cents.

—*Good Company* is a favorite popular magazine. It is published purely for the sake of its readers—not being the representative of any other publishing interest, like *Harper's*, *Scribner's*, *Lippincott's*, the *Atlantic*, etc., and not even containing advertisements of any kind. At the same time its contents are all original and fresh. Its editor, Mr. Edward F. Merriam, is making a success of this young monthly, and it is surely winning a permanent place among lovers of good reading of the lighter kind. Price, three dollars a year. Published at Springfield, Mass.

—The *Chart of Animal Classification*, by Prof. A. B. Griffin, published by A. S. Barnes & Co., is 14½ by 22½ inches in size, made in four parts. All charts, if not incorrect, are of service to students, and this ingenious device of Professor Griffin will be found particularly serviceable to students of zoölogy, either in connection with a text-book or independent of the class-room. It would be found of good assistance to the teacher of young children, in outlining her oral instruction in natural history. Price 15 cents.

—The latest of Ginn & Heath's "Annotated English Classics" is Shakespeare's *Much Ado about Nothing*, by Professor Hudson. It is edited in that remarkably clear and scholarly style which

has rendered Professor Hudson's series so popular among students and teachers of Shakespeare. His essay on "Shakespeare as a Text-book" and a sketch of the poet's life precede the Introduction.

—We welcome a new exchange from Toronto, Ont. (We may be in error about the place of publication, as it is not mentioned anywhere in the paper). It is called *The 'Varsity*, and aims to give expression to the social, religious, and intellectual surroundings of the University. Its illustrated title-page reminds us strikingly of *Vanity Fair*.

—The price of the new bi-monthly magazine, *Education*, is \$4.00 per year; with the *WEEKLY*, \$5.00. Orders should be sent in promptly, either to the publisher or to the publishers of the *WEEKLY*.

—Any magazine or periodical may be clubbed with the *WEEKLY* at reduced rates. The four dollar magazines for \$5.30; the *New England Journal of Education* (new subscribers) for \$3.80.

—The forty-two quotations on "Teaching; its Amenities and Tribulations," which form special Prize Question No. 14 in the *Literary News* for November, are as varied as they are interesting, and range from Ovid to Josh Billings, and from Chaucer to Dickens. This number has among its Prize Questions a list of the Best Stories for Boys between the ages of 11 and 14. Sixty-three books are mentioned in the enumeration, and the Prize List is the following; 1. Tom Brown at Rugby. (Hughes.) 2. Little Men. (Alcott.) 3. Story of a Bad Boy. (Aldrich.) 4. A Jolly Fellowship. (Stockton.) 5. Hans Brinker. (Dodge.) 6. William Henry Letters. (Diaz.)

—Professor A. A. Griffith is well known throughout the Northwest as an instructor of elocution. His *Lessons in Elocution and Drill Book of Oratory*, which was published several years ago, has been a favorite book in many schools, and the author's lectures before popular audiences have been most acceptably received in all the states. He has recently published a new edition of his book in an enlarged and improved form, containing a fine lithograph of the author and seventeen "faces" in different "mind moods", showing remarkable powers of facial expression, thus presenting a practical volume "comprising all the essential elements of vocal delivery and gesture, with all the later selections for public recitals, for schools, colleges, the pulpit, private learners, elocutionists, and public readers." The price of the volume, \$1.50, is unchanged, though the work is published at much greater expense. The new publishers are the Central Book Concern, Chicago.

—The *Report of Examinations of Schools in Norfolk county, Mass.*, is a pamphlet of 167 pages, containing a report made by George A. Walton, Agent of the Massachusetts State Board of Education, on the Reading, Writing, and Arithmetic in the schools of twenty-four towns in a section of Massachusetts. The pamphlet contains a definite statement of the plan and results of the examinations of over three thousand children. The report has an introductory by the Committee on the Examinations, and a Key to the towns and schools examined. It contains 80 pages of lithographs, *fab-similes* of hand-writing, showing the average rank of the pupils in the several towns, and the best and poorest work in the county. This Report has aroused a great deal of discussion in all parts of the country, which will result in advantage to the schools. Every superintendent should possess the pamphlet; it affords the very best reading of the most practical kind. Lee and Shepard, the publishers, will send it by mail for 55 cents.

—M. L. Holbrook, 13 and 15 Lighthouse Street, New York, has published in cheap form the essay of Prof. Lennox Browne on *The Production and Management of the Singing Voice*. The pamphlet treats particularly of the medical and hygienic treatment of the voice, and contains valuable information for teachers of music or public speakers, as well as singers. Price 25 cents.

—A late publication of G. I. Jones & Co., St. Louis, is *Selections for Reading*; with an Introduction upon Elocution; prepared for use in schools and academies, by Henry W. Jameson, A. B. Its selections are of the better kind—of a higher grade than are contained in most books. Teachers and students of advanced classes will find it an excellent collection for practice.



## THE STATES.

[This department is restricted this week by an excess of advertising.]

**MICHIGAN.**—At the high school of Ann Arbor there are 13 more students in attendance than last year, the number being 363, of whom 212 are non-residents, an excess of 22 over last year.

The 29th annual meeting of the Michigan State Teachers' Association will be held in Lansing, beginning Dec. 28, and continuing through the 29th and 30th. The preliminary program promises a very interesting and profitable meeting. It is as follows:

**Tuesday—Evening.** A Lecture—"The Teacher and his work," Dr. Malcolm Mac Vican, Prin. State Normal School.

**Wednesday—Morning.** "The Association and the Educational Interests of the State," Sup't C. B. Thomas, Saginaw. "Proper Sphere of the Village High School," Sup't C. A. Cook, Dexter. "Text-books vs Better Means in the School-room," a discussion opened by Principal I. M. Wellington, Detroit.

**Afternoon.** "Methods in History," Ruth Hoppin, Ypsilanti. "The Place of Technical Grammar in our Schools," Prof. I. N. Demmon, Ann Arbor. "The Legislation needed for our Schools," Report of committee. Hon. C. A. Gower, chairman.

**Evening.** Lecture—"An Evening in Wonderland," William I. Marshall, Fitchburg, Mass.

**Thursday—Morning.** "The New Botany," Prof. W. J. Beal, agricultural college, Lansing. "Primary Errors," Prof. W. N. Hailman, Detroit. "To what Extent do the Structures of Mr. Charles Francis Adams, in Harper's Monthly for November, apply to School Superintendents in Michigan?" a discussion opened by Prof. W. H. Payne, Ann Arbor.

**Afternoon.** "The University Diploma System," Sup't H. N. French, Kalamazoo. "A Study in Natural Science," Prof. A. J. Cook, agricultural college, Lansing. "School Boards; their Responsibilities to the People, and their Duties to the Schools," Judge Thomas M. Cooley.

"Text-books vs Better Means in the School-room," will bring out some of the most radical thinkers in the state, and old foggy ideas will be thoroughly dusted before the discussion is over.

Mr. Adams' severe article in the November Harper's Monthly will form the basis of a searching discussion of school superintendence in Michigan.

Sup't French's paper will deal resolutely with the University methods of examination and admission, a very important subject.

Chief Justice Cooley will discuss perhaps the most important topic of all, and one that lies at the very foundation of all educational progress in the state. His views on such a subject will attract wide attention.

Teachers wishing to secure reduced railroad fares should communicate at once with Sup't C. B. Thomas, of Saginaw, who is President of the Association, giving in full the names of the roads on which they will travel to and from Lansing.

Every wide awake, progressive teacher in the state should be at Lansing to listen to, if not to take part in, the discussion of these important topics. The railroads offer reduced rates and the hotels in Lansing make a liberal discount from usual charges; under these circumstances Michigan teachers should come out in force.

## CHICAGO NOTES.

The November meeting of the Chicago Institute of Education was held in the rooms of the Board of Education on Saturday last, November 24.

Messrs. W. M. Payne and Dr. Willard of the South Division High School, W. W. Carter of Englewood, and Misses M. E. Brookings, A. E. Winchell, and Frances L. Potter were elected members of the Institute.

The paper for the meeting was prepared and read by Miss E. O. Randall, principal of the Clark School. Miss Randall's was an original and interesting paper, whose delivery occupied some forty minutes. Her subject was "Education for the Citizen." She advocated and suggested a variety of views that are by no means universally accepted.

The reading of the paper was followed by a brief discussion of it which was participated in by Messrs. Stowell, Slocum, Vaile, and Kirk.

The attention of the teachers of the city and of all other teachers within reach is called to the address of Sup't Howland which is to be delivered at a meeting which takes the place of the December meeting of the Principals' Association, which will be held in Hershey Hall at 10:30 A. M. of Saturday, Dec. 4.

The address will be worthy of the man and the occasion, and a large attendance is cordially invited and will be earnestly welcomed.

## PUBLISHERS' NOTES.

—The conclusion of Professor O. T. Bright's paper on Primary Instruction in English Language is deferred till next week.

—HORSFORD'S ACID PHOSPHATE makes a delightful and healthy drink with water and sugar only.

—THE WEEKLY is always a welcome visitor, being well filled with the leading topics of interest to the teachers.—*Prin. J. P. Hendricks, Tama City, Ia.*

—Another copy of THE EDUCATIONAL WEEKLY received. It is certainly one of the most interesting and valuable educational publications of the country.—*Toledo Chronicle, Iowa.*

—The *Atlantic Monthly* for 1881 promises to be one of the best of our American magazines, a rank which it has always held. The publishers offer the November and December numbers free to all who pay for 1881 before December 20. Its serial stories are written by the best and oldest American authors, and are of permanent value in a library. Its short stories and sketches are by such writers as Harriet Beecher Stowe, T. B. Aldrich, Sarah O. Jewett, Constance Fenimore Woolson, Mark Twain, Rose Terry Cooke, etc. For the scholar, statesman, and philosopher there are always one or more articles of solid worth, discussing historical, social, political, educational, or religious topics. For four dollars subscribers will get as much reading as is contained in ordinary volumes of 300 pages each. Remit to the publishers direct, or in club with the WEEKLY for \$5.30.

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## An Appeal to the American Public.

"Messrs. Young & Co., Edinburgh, in calling public attention to the Revised Edition of their Concordance, which they now offer to the American Religious Public through the medium of Messrs. I. K. FUNK & CO., New York, beg to say that a publishing firm in America, without making the slightest effort to obtain the concurrence of either the author or the publishers, are attempting to foist upon the community an unrevised and imperfect edition of the 'Concordance,' who, when written to on the subject, replied that they did not want or care for our concurrence, and ended by offering to take copies, if supplied at a lower price than they themselves could produce them!"

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## THE LIBRARY.

## REPORTS AND PAMPHLETS RECEIVED.

*Analysis of a Sketch of an Act to establish Uniform System of Bankruptcy throughout the United States.* (Second Edition, November, 1880.) From Secretary Boston Board of Trade.

*Annual Circular of Newark Academy*, with Catalog of Pupils, June, 1880. Samuel A. Farrand, A. M., Ph. D., Principal.

*Old Kris and the Little Ones.* 16 pages, toned paper, cover in two colors. The Rowley & Chew Printing House, Philadelphia, Pa.

*Our Holiday Greeting.* 8 pages, toned paper, in two colors. The Rowley & Chew Printing House, Philadelphia, Pa.

*Iowa Educational Directory.* 1880-81. Graded Schools Employing Three or more Teachers. Published by *Iowa Normal Monthly*, Dubuque, Ia. Price, 15 cents.

*Annual Circular of Sparta High School* for the School Year of 1881-81. S. B. Hood, Superintendent.

*Report of Examination of Schools in Norfolk County, Massachusetts.* By George A. Walton, Agent of the State Board of Education. Boston: Lee and Shepard, Publishers, 1880. Chicago: Jansen, McClurg & Co. 50 cts.

*Hand-book of the New Gross Globe*, for the Use of Teachers, Schools, and Families, in the Study of Mathematical Geography. By Howard H. Gross, Chicago. Published by A. H. Andrews & Co.

*Manual of the Common Schools of Vigo County, Indiana.* 1880-81. Published by County Superintendent J. H. Allen, Terre Haute.

## NEW BOOKS RECEIVED.

A SHORTER COURSE IN ENGLISH GRAMMAR AND COMPOSITION. By W. H. Wells, A. M. New York and Chicago: Ivison, Blakeman, Taylor and Company. 1880.

WHAT TO DO FIRST, in Accidents or Poisoning. By Charles W. Dulles, M. D. Philadelphia: Presley Blakiston. Chicago: Jansen, McClurg & Co. 1880. 50 cents.

THE SKIN IN HEALTH AND DISEASE. By L. Duncan Bulkley, M. D. Philadelphia: Presley Blakiston. Chicago: Jansen, McClurg & Co. 1880. 50 cents.

SCHOOL AND INDUSTRIAL HYGIENE, By D. F. Lincoln, M. D. Philadelphia: Presley Blakiston. Chicago: Jansen, McClurg & Co. 1880. 50 cents.

PICTURES TO PAINT. A Series of Illustrations in Outline and Color, with Stories and Verses. By George Weatherly. Cassell, Petter, Galpin & Co. London, Paris, and New York. Chicago: Jansen, McClurg & Co. 50 cents.

THE "LITTLE FOLKS BLACK AND WHITE PAINTING BOOK, with Accompanying Rhymes and Stories in Verse. By George Weatherly. Cassell, Petter, Galpin & Co., London, Paris, and New York. Chicago: Jansen, McClurg & Co. 50 cents.

NATHAN DER WEISE. Ein Dramatisches Gedicht in fünf Aufzügen, von G. E. Lessing. With an Introduction and Notes by H. C. G. Brandt, Associate Professor of German in the Johns Hopkins University. Edited by William Dwight Whitney, Professor of Sanskrit and Comparative Philology in Yale College. New York: Henry Holt & Co. Chicago: Jansen, McClurg & Co. 75 cents.

SHAKESPEARE'S A MID SUMMER NIGHT'S DREAM, with Introduction and Notes Explanatory and Critical. For Use in Schools and Families. By the Rev. Henry N. Hudson, Professor of Shakespeare in Boston University. Boston: Ginn & Heath. 1880.

INDIVIDUAL RIGHTS. By Martin Ryrson. Paper, 12mo., 25 cents. The Authors' Publishing Co., New York.

THE WONDERS OF THE HEAVENS. By Camille Flammarion. From the French by Mrs. Norman Lockyer. With thirty-two Actinoglyph Illustrations. New York: J. Fitzgerald & Co. Price 15 cents.

THE LIFE AND WORK OF SPURGEON. By Rev. William H. Yarrow. (No. 46 Standard Series, Octavo Form. I. K. Funk & Co., New York.) With Introduction by John Stanford Holme, and carefully indexed by G. W. Hervey, D. D. Illustrated with portrait of Spurgeon; a full-page drawing of the London Metropolitan Tabernacle; the famous *Punch* cartoons, "Brimstone and Treacle," and "Catch 'Em Alive-O;" and a fac-simile engraved copy of the "Notes" of a sermon from which Mr. Spurgeon preached, and which he presented to Dr. Patton, of the *Baptist Weekly*. This book is wholly new, having been prepared especially for this publication.

*Methods of Teaching.* A Hand-Book of principles, directions, and working models for common school teachers. By John Swett. New York: Harper & Brothers. 1880.

We think very favorably of Mr. John Swett's recent contribution to the literature of education. In its plan, it exhibits a wide departure from the traditional teacher's hand-book, the type of which is David P. Page's "Theory and Practice," a most admirable book of its kind, and one which, in its chosen field, has no

competitors. The books of this class are constructed on the intensely "practical" plan. They exhibit the most approved methods of instructing and governing, and are rich in advice, admonition, and suggestion. They can be read without the labor of thinking, and so are perhaps the very best books for that very large class of young men and women who may be called teachers by accident; who have no intention of making teaching the serious occupation of a life, or even for any considerable part of it, and who, therefore, will make no serious preparation for their transient service in the school-room. For all such, there is probably no better book than Page's "Theory and Practice of Teaching."

At the other extreme we have such books as Spencer's "Education," and Bain's "Education as a Science," which would be utterly wasted on teachers like those just mentioned, and which even teachers of a higher type can not easily read with advantage. Between books written on the purely empirical plan, and books of a pronounced philosophical character, there has long been wanting a book which should occupy a middle ground, which should be a sort of bridge over a gulf that has been well nigh impassable. There is a very large class of teachers who crave something better than the dry husks of mere methods, but who can not assimilate such strong meat as they find in books of a pronounced philosophical character; and for all such, a book constructed on a plan of compromise would be a very acceptable help.

It appears to us that Mr. Swett's hand-book occupies this middle ground with very considerable success. The whole spirit of the book is eminently practical, while at the same time its empiricism is tempered and elevated by a spirit of philosophic inquiry and insight. The reader is not repelled by any formal, abstruse doctrines, but his attention is ever recalled to the fact that a method to be valid must have its basis and vindication in principle. In this respect, the tone of the book is healthful and inspiring.

One feature of Mr. Swett's work deserves particular mention,—its wise conservatism. He nowhere tells us that oral teaching is the only fit method by which children should be taught, or that text-books are an evil, or that reading is a very bad way of gaining knowledge. He does not exhibit himself as the owner of a hobby or attempt to carry a position by dint of loud talking. For all this let us be thankful.

If we were to venture any unfavorable judgment of the book, we would say that it lacks self-assertion and personality. Mr. Swett is fond of supporting his views by quoting authorities, and this feature of the book gives it the air of being a compilation to an extent that certainly does its author injustice. To make such a method of composition commendable, the authorities quoted should have a well-attested standing, and it is quite plain that in this particular Mr. Swett has sometimes been at fault. But there is one advantage, and this no slight one, in the frequent quotation of authorities. The reader's attention will be drawn to consider the extent of our educational literature, and many may thus be induced to read books of which they had otherwise remained in ignorance.

*Supplementary Reading.* First Book and Second Book. Primary Schools. Boston: Robert A. Davis & Co. Edited by Francis W. Parker and Louis H. Marvel.

These are pretty books. And they are sensible books. Though unheralded and not advertised as superior to all other Readers ever published in the English language, they are, for any thing



which we can discover, equal to the best in everything except the art displayed in the engravings. These, though bright, and pleasing to children, are not always as perfect specimens of the engraver's art as those found in the more pretentious Readers, but *they are good enough*. In the matter of grading, and arrangement of sentences, it seems to us that there is nothing superior, if indeed anything equal to them. It is evident that much care has been exercised by the authors, and that the work has been done by those thoroughly familiar with the wants of the schools. None but teachers of experience with little children could so faithfully adhere to the principles acknowledged in theory. The preparation of such a graded series must be a task of great difficulty, but the authors of this series are to be congratulated upon their eminent success.

The books are *filled*—not *sprinkled* with reading, and will do service for a longer time than the ordinary reader. The script lessons are a fine feature of the books; the script is engraved—not printed from type, and is very much better for the purpose on that account.

The paper, printing, and binding are first class. The possession of the books will prove a boon wherever there are little children.

*Elementary Geography.* Appleton's American Standard Series. Based on the Principles of the Science of Education, and Giving Special Prominence to the Industrial, Commercial, and Practical Features. New York, Boston, and Chicago: D. Appleton & Co. 1880.

If the publication of this series of geographies were entered upon simply for the sake of furnishing the publishers two additional books to place in the hands of their agents—to supply a vacancy in their list of school books, or for the sake of strengthening the competition which exists among school-book publishers, then they would not deserve the attention already given to them in these lines; but it appears from an examination of this first book that its author, or authors, had a very different object in view. The book has been constructed on a few fundamental principles which have been generally ignored in the writing of geographies, though occasionally kept in mind in the preparation of other school-books.

An idea of the aim of the authors may be obtained from the title-page. Education is recognized as a science, and upon the principles of this science the book is to be constructed. Very good. And then special prominence is given to the industrial, commercial, and practical features. This is also good, but not a distinctive feature of this work. But the following quotations on the title-page give us a key to the plan of the authors, which is exemplified on every page of the book: "Our lessons should start from the concrete, and end in the abstract;" "Perceptive knowledge should be made the basis of primary instruction. Objects should precede names." This is the idea which has been kept in mind throughout. It is a philosophical and scholarly work, though designed for the use of young children. Its progress is from the known to the unknown, from the concrete to the abstract.

In the development of this plan the aim has been to present only what the young mind can readily comprehend and retain. The pages are not burdened with a mass of facts which tire the memory and confuse the thought, but only such facts are given as serve to lead to a rational and intelligent understanding of the existing state of things in history, commerce, and the industries. To aid in this a system of reviews is introduced, and written exercises are interspersed, with such typographical devices as

serve to impress the mind in much the same way as a picture or a map.

An "Introductory Course" precedes the geography proper, and in this the pupil is furnished with such information—inductively—as will fit him to study intelligently the more scientific part of the book. The lessons begin in the *school-room* and are *objective*; from there they lead out to the yard, the village, and the town. Certain fundamental truths and definitions are printed in full-face type to be committed to memory; numerous model oral exercises are given; and pretty pictures, with questions relating to them.

The maps in the main portion of the book are plain and not over crowded with names; the name of the largest city in each state is underlined.

The important distinctive features of this elementary geography are excellent ones: its "Introductory Course" is admirable in design and execution; it reverses the usual order of things in books of this kind—giving first the map of the United States, and that of the world last; mathematical geography, what there is of it, is placed at the close of the book; the pupil is *led out* from what he already knows and has seen to what is beyond him and unknown.

The book is very prettily printed and bound. Its cover is bound in muslin and printed in colors.

Copies of the book may be obtained for examination by sending forty cents to the publishers.

#### LITERARY NOTES.

—Professor Hudson's *Midsummer Night's Dream* of Shakespeare contains the usual Introduction with explanatory and critical Notes; and preceding the Introduction is an extended essay on "English in Schools," discussing the questions: "Why should English literature be taught in our schools?" and "What is the best way of teaching it?" The argument is clear and convincing in favor of such study. Published by Ginn and Heath, in their "Annotated English Classics."

—*Nineteenth Century* for November contains an article by the Rev. A. R. Grant (late H. M. Inspector of Schools) on "The Evils of Competitive Examinations."

—*Individual Rights* is a unique and incisive monograph on political and governmental economy. It treats, briefly, and from a new standpoint, many such important topics as "The Laws and Rights of Life," "Restoring Rights to the People," "Money and Politics," "Finance and Commerce," "Paper Money," "Individual and Party Rights," "What Caused Prosperity and what Brought Ruin," etc., etc. The Authors' Publishing Co., Publishers, 27 Bond St., New York. Price 25 cents.

—Messrs. I. K. Funk & Co. of New York have in press *These Sayings of Mine*, by Joseph Parker, D. D., of London. It is to be published simultaneously in England and America. Dr. Deems has written an introduction for this edition. Also *Dickens' Christmas Books Complete*, illustrated with 16 full-page engravings. This will be issued in two numbers of the "Standard Series," for 25 cents each. The same will be finely bound in cloth, in a single volume, as a holiday book, and sold for 75 cents.

—The popular demand from the schools now seems to be for "supplementary reading," and several enterprising publishing houses have had books prepared for the purpose of meeting this demand. Of them we have something to say in another place; we wish at present to call attention to the fact that there already exists an abundance of good reading for such purposes, and that it may be found in suitable volumes published only partly with this demand in view. Of this kind of reading some of the very best is to be found in the two volumes announced by Houghton, Mifflin & Co., of Boston—*American Poems* and *American Prose*. It is always safe to place the works of standard authors in the hands of pupils, while sometimes the newer books, though attractive in appearance, may be inferior in intrinsic merit. Pupils in schools will never suffer injury from a study of such authors as Longfellow, Emerson, Whittier, Holmes, Bryant, Hawthorne, Lowell, and Irving. Price of these volumes, \$1.25 each.



—A Directory of the Stationers, Booksellers, Book Publishers, and Paper Dealers of the United States has just been issued by Farley & Burnham, 407 Walnut St., Philadelphia, which will fill a want long felt by the trade. In addition to the names and addresses, a system of ratings is given which will be found particularly valuable by all who have dealings with the above trades.

—A very striking and promising new feature of modern magazine management is the Treasure-Box of English Literature, which *St. Nicholas* now announces. This department, which will open in the forthcoming December, or Christmas, issue, is instituted with a view of directing and encouraging young people in the best reading, and furnishing, when practicable, good pieces for recitation. The articles will be illustrated with new pictures by the best artists of the day, and the new department will be under the direct personal charge of the editress of *St. Nicholas*.

—Another volume of Hudson's Annotated Shakespeare is at hand—"As You Like It." The essay which introduces this volume is on "How to Use Shakespeare in Schools." The "Introduction" gives a full and interesting sketch of the play. Published by Ginn & Heath, Boston.

—Several copies of *The American*, Philadelphia, have been received at this office. It is a 16-page weekly paper, of the general style and character of *The Nation*, though larger. Subscription price, \$5.00 per year. Its editorials while plainly republican, are healthy and independent in their tone. Send for specimen copy.

—A short serial by Mrs. Burnett, author of "That Lass o' Lowrie's," etc., will begin in the February *Scribner*. Meantime Mrs. Burnett is writing what promises to be her longest novel, for *Scribner's Monthly*. Its scene is laid in Washington. Mr. Cable's new serial, "Madame Delphine," will also begin in February, and run through three or four numbers. Mrs. Schayer's "Tiger-Lily" will be concluded in the January number.

—Atlas Series No. 14, Just Published, *The Practical Work of Painting*; Art Essays, with Portrait of Rubens after Flameng, and a Chapter on Etching, by Philip Gilbert Hamerton, Author of *The Intellectual Life*, and editor of *The Portfolio*. 8vo., paper covers, illustrated; price, post-paid, 60 cents. For sale by booksellers and newsdealers, or sent by the publishers upon receipt of price. A. S. Barnes & Co., 111 & 113 William St., N. Y.

—The December number of *The National Sunday School Teacher* will be in demand. It contains a capital Christmas Concert Exercise by the editor—just such as superintendents now are on the lookout for. It has some admirable hints and suggestions on Reviewing, and the Reviews for the past quarter and the present year. Rev. W. F. Crafts contributes a timely article on "Genesis Read in Bible Lands," and "Pansy" has in it one of her bright and attractive contributions, entitled "Glimpses of Day-light." The lessons are well illustrated. The last number of the year gives prophetic proof of the excellence of this journal for 1881. It is a magazine that easily keeps the lead in Sabbath-school journalism. Send for a specimen copy of it, and its associate juvenile helps to Adams, Blackmer, & Lyon Publishing Co., 147 and 149 Fifth Avenue, Chicago.

#### MILWAUKEE NOTES.

HUMANE SOCIETY.—Rev. G. E. Gordon, R. C. Spencer, (not reverend) and Mrs. J. A. Brown, the controlling spirits of the Humane Society, have determined to hold a great public meeting, at which public sympathy for the movement they represent would be enlisted by speeches from Rev. Gordon and Mr. Spencer. They have a vision of cash in the back-ground of course. But, gentlemen, there is too much uncared for destitution of the human kind, too much poverty, too much child misery and cruelty to be seen to first before our people look into the treatment of spavined mules and ancient horses, with which your agent Whitehead seems mainly to concern himself.

—Supt. Fowler, of north Milwaukee county, has regular monthly meetings which are well attended and full of interest.

—The village of Wauwatosa employs Mr. E. R. Smith as principal of the village school, and his two sisters as assistants. Rumor sayeth that there are no bickering jealousies in that school, and all goes merry as a marriage bell.

—Mr. D. B. Smith is the most venerable assistant teacher in Milwaukee's schools.

—A new school will soon be opened in the Eighth Ward. It will be the best primary school building in the city. A lady will be made principal.

—The present city normal school has fourteen pupils—thirteen ladies and one gentleman. It is asserted that only thirteen of the ladies flirt during school hours.

—The school offices are soon to be moved from the City Hall to the normal school building. It is high time the schools and school offices and offi-

cers were taken away from the haunts of the vile politician. It ought to have been done years ago.

—Miss Stewart, ex-principal of the Normal School, is traveling in Europe.

—Prof. Ehlman, our new superintendent of music, is winning praise on all sides, for his quiet and modest yet effective work. The Professor's are new, and "new brooms sweep clean."

—The questions of permanent appointment of teachers and altering salaries, two vital questions, are still held in abeyance by the School Board.

—There is one class of schools here that have no need of compulsory attendance laws—the dancing schools.

—The Common Council lately instructed the Chief of Police to enforce the State compulsory education law.

—A new primary school is soon to be opened in the Eighth ward. It will be one of the few real model school buildings in the North-west. Every principle of sanitary science known has been observed in its construction and it is as commodious and perfect as money and intelligence could make it. Secretary Blodgett of the Board of Public Works deserves credit for these results. He has always been careful of the interests of the schools in charge of his department. The Commissioners of the Eighth, it is reported, intend placing this school in charge of one of the faithful lady teachers in the main school. The promotion is well deserved and reflects credit on the good judgment of the commissioners.

—An unfortunate agent for a periodical called "Science for All" has been canvassing the teachers of the city schools. He says the lady teachers have less wrinkles of care than lady teachers in other cities, but their interest in science is in great need of missionary work.

—His many friends will be glad to hear that Mr. C. G. Bronson, a former High School graduate, has accepted the position of Clerk of the School Board. The Board have the right man in the right place. This reminds us that Mr. Schmitz, who formerly held that position, is now at the head of a flourishing school at Good Hope. Mr. Schmitz is bound to prosper.

—Those teachers who have the night schools in hand will soon find they have plenty to do. Teaching big dull boys and girls, tired out from the day's work or ripe for fun, is a little different from teaching eager young ones in day light.

—It has been legally decided in Montana that male teachers are entitled to call themselves "Professor." Some of the male persuasion here seem to be acting up to this rule.

—Three book agents left the city for Pierce county when they learned from the WEEKLY that male teachers were in demand.

—Milwaukee county pays better salaries to its teachers than any other county in the state. This need cause no rush to the county, however, as home talent fully supplies the demand.

—It is said that the Sixth District School "takes the cake" in calisthenics, especially marching. Prof. Brosius, superintendent of calisthenics, has appointed Miss Gerlach as an assistant to take special charge of the lower grades in this branch.

—Lawyer Millett has started a new debating mill, since the societies of the city were written up in the WEEKLY. It is called the "Milwaukee League." The city was never so "flush" in literary societies.

—Parker Sercomb teaches school three miles from the city and rides out every morning on his bicycle.

—On motion of Commissioner Spencer, a committee of five members of the School Board was appointed at the last meeting to consider the advisability of having lectures on practical subjects delivered in the different school buildings in the evening. Perhaps we may yet see these lectures propagating the peculiar views of the National Liberal League. There is such a thing as making public schools not only unsectarian but the propagators of infidelity and a disrespect for all religion.

#### A NEW OFFER.

*An extra copy of the "Weekly" will be sent for every club of three, with cash in advance.*

This is a new offer and will meet the wants of a great many principals who have applied to us for reduced rates to clubs. If you want to get eight copies of the paper for a year, send us the names with *twelve dollars*. Or if only four copies are wanted, send us the names with *six dollars*. Or if you want 24 copies, send the names and *thirty-six dollars*.